

Summative Turnaround Principle Rubric

School Name		Corporation Number	
Principal Name		School Number	

SCHOOL LEADERSHIP						
TURNAROUND PRINCIPLE 1		Ensure that the principal has the ability to lead the turnaround effort				
INDICATORS		Sources of Evidence	1 Ineffective	2 Improvement Necessary	3 Effective/Implemented with Fidelity	4 Highly Effective
1.1	The principal uses data to establish a coherent vision that is understood and supported by the entire school community	<ul style="list-style-type: none"> School Improvement Plan School vision & belief statements School climate surveys School focus groups School documents, meetings, & artifacts showing vision, core beliefs in action 	There may be a school mission and vision but it is not evident in the daily life at the school	The principal uses data from multiple sources to develop a school mission and vision and articulates it to the school community	The school leadership team uses data from multiple sources in its development. The school mission is clearly articulated, understood, and supported by all.	Representatives from all stakeholders use data from multiple sources to establish a coherent vision that guides leadership actions and decisions.
			The mission, vision, and underlying core beliefs do no influence and guide decision-making or student achievement.	The mission, vision, and underlying core beliefs direct and influence decision-making on student achievement and school outcomes.	The mission, vision, and underlying core beliefs direct, influence, and guide decision-making on student academic excellence (college/career readiness) and healthy social/emotional development.	The mission, vision, and underlying core beliefs direct, influence, and guide decision-making at all levels of the school community.
			The actions and comments from staff contradict the vision and its core beliefs about what students are capable of achieving	The mission and vision are referenced in public forums.	The principal continuously articulates and inspires the school community to enact the vision.	The principal and other staff members continuously articulate and inspire the school community to enact the vision.
			There is no visible alignment between school practices and rituals and vision.	The principal and some teachers may be the only ones to align school practices and rituals with the vision.	There is a visible alignment between school practices and rituals and the vision.	The school community demonstrates commitment to the school vision and core beliefs through behaviors and actions consistent with the vision.
			There are no benchmarks or milestones to monitor progress towards the realization of the vision.	The principal inconsistently uses benchmarks to monitor towards the realization of the vision.	The principal uses benchmarks to check the progress of the vision and regularly communicates these milestones to the school community.	The school community is engaged in step-backs to take a data-based assessment of their progress towards the realization of the school vision.

1.2	The principal develops and promotes a coherent strategy and plan for implementing the school vision, which includes clear measurement goals, aligned strategies, and a plan for monitoring progress and driving continuous improvement.	<ul style="list-style-type: none"> School Improvement Plan School vision and mission statements School climate surveys School focus groups Evidence of monitoring of action plan goals frequently and continuously Administrative Walk-through data Formative Achievement data 	There is no comprehensive diagnosis of the school's data.	The principal shares past student achievement data with staff.	Results from a comprehensive diagnosis of the school's strengths/weaknesses are publicly shared with the staff and members of the community.	Diagnostic protocols and process (including review of data, school and instructional practices) are clear to all staff; staff members have opportunities to engage in analyses of data.
			The principal develops a school improvement plan to comply with regulations and refers to the plan infrequently.	The principal uses past student achievement data to inform the development of a school improvement plan which includes goals, some milestones, and benchmarks of progress.	A school improvement plan is developed by the leadership team and aligned to the school's needs assessment with SMART goals, milestones, and strategies and assigned accountabilities with the urgent goal of making dramatic student achievement gains within the first two years.	A school improvement plan is developed by key leaders with broad input from staff and community, SMART goals, milestones and strategies are aligned and assigned.
			Staff is unaware of the school's priorities for the year.	Staff has heard about the priorities of the school but cannot articulate actionable details or school goals; however, the school leadership team focuses on implementing some of the key points of the plan.	Staff is familiar with priorities for improvement and details of the school improvement plan.	Staff are actively engaged and invested in the success of the school improvement plan.
			Results are not systematically reviewed to assess progress and adjust strategies.	Results are informally reviewed to assess progress and adjust strategies.	Regular reviews are in place to assess progress to goals and make adjustments to strategies as needed.	Rigorous and regular reviews are in place to assess progress to goals, make adjustments to strategies as needed, and guided systematic professional development, support, and monitoring efforts.
1.3	The principal uses data to work collaboratively with staff to maintain a safe, orderly and equitable learning environment	<ul style="list-style-type: none"> Administrative walk-through data – student engagement indicator School climate surveys School focus group School Discipline plan School faculty/student handbook Teacher observation & evaluation data 	The school building is not well cared for and has significant areas of disrepair. [2.1]	The principal ensures that the school building is safe and clean, but limited facilities issues persist. [2.1]	The principal ensures that students and adults feel safe and ready to engage in teaching and learning; the facility is clean and in good working order. [2.1]	The principal ensures students and adults feel safe and welcomed, ready to learning and teach; the facility is exemplary. [2.1]
			The principal has not successfully put in place a clear and consistent student behavior system, either state or in practice and accepts that teacher's response to classroom incidents varies from classroom to classroom. [2.1]	The principal has in place a stated and consistent behavior system of rewards and consequences, though does not consistently track implementation data and deals with issues as they arise. [2.1]	The principal has in place and monitors a behavior system of rewards and consequences to ensure consistent implementation (with age appropriate differentiation) across classrooms, grades and content areas. [2.1]	There is a clear and consistent behavior systems of rewards and consequences in use, goals are consistently met or surpassed. [2.1]
			The principal does not have procedures to monitor a safe and orderly environment. [2.1]	The principal has in place procedures to monitor and support a safe and orderly environment but they are not followed consistently by staff. [2.1]	The principal ensures a safe, orderly and equitable learning environment and has systems in place for monitoring. [2.1]	The school community ensures a safe, orderly, and equitable learning environment exists for all students and regularly monitors its implementation. [2.1]

		<ul style="list-style-type: none"> Master & bell schedules 	The principal does not review data on attendance, tardies, office referrals, and suspensions. [6.1]	The principal reviews data on attendance, tardies, office referrals and suspensions, but systems are not in place for quick interventions for students most frequently referred and/or suspended. [6.1]	The principal is using and engaging team leaders to use established systems to easily and routinely review accurate data on attendance, tardies, office referrals and suspensions, especially to identify and address students most frequently referred and/or suspended; the principal engages the staff in these reviews. [6.1]	The principal engages the school community in reviewing culture and climate data, including surveys and observable data, and solicits feedback about what needs to happen to ensure explicit goals are met and that the school community takes pride in their school. The school is the center of community activity. [6.1]
1.4	The principal communicates high expectations to staff, students, and families, and supports students to achieve them.	<ul style="list-style-type: none"> Administrative walk-through data School climate surveys School focus groups School discipline plan School staff, student, parent handbooks Posted behavior standards Posted academic Standards and rubric School vision and belief statements 	The principal may express a vision for high quality teaching, but does not have systems in place to foster or monitor it in every classroom. [2.3]	The principal expects high quality teaching in every classroom and conducts weekly formal and informal observations and administrative walkthroughs. [2.3, 4.2]	The principal is committed to high quality teaching and ensures classrooms are visited daily to support and monitor high quality instruction. [2.3]	The principal and teachers are continuously engaged in inquiring about instructional improvement, the principal and instructional leaders continuously monitor to ensure high quality instruction is present in every classroom all the time. [2.3]
			The principal leaves it to each teacher to foster student learning expectations, with little or no calibration of what it means for students to produce grade level work. [2.3]	The principal sets high expectations for students by ensuring the curriculum is aligned to the Standards. [4.1]	The principal sets high expectations for students by ensuring student work is intellectually challenging, is cognitively demanding, demonstrates mastery of Standards, and that students receive meaningful feedback. [2.3]	The instructional leadership team has multiple methods for students to demonstrate mastery of cognitively demanding material aligned to the Standards, including exhibitions, portfolios, and other assessments. [2.3]
			The principal does not persuasively communicate a belief in the potential of all students.	The principal persuasively communicates a belief in the potential of all students.	The principal fosters an unwavering belief in the potential of all students by communicating this belief frequently and passionately.	Students, staff and community members articulate a belief in the potential of students and adults. This belief is codified and express in the daily rituals of the school.
			The principal accepts low assumptions about student potential.	The principal notes when adults display low assumptions about student potential	The principal responds when adults display low assumptions about student potential.	All adults display an unwavering belief in the potential of all students.
			The principal communicates infrequently with families about the students' academic, social-emotional, behavioral, and attitudinal progress. [8.1]	The principal communicates high expectations by ensuring frequent interactions with families about student's academic, social-emotional, behavioral, and attitudinal progress. [8.1]	The principal demonstrates a commitment to high expectations through frequent interactions with families about the students' academic, social-emotional, behavioral, and attitudinal progress toward SMART goals. [8.1]	Families are seen as, and consider themselves, partners in ensuring their children achieve explicit and rigorous goals. [8.1]

1.5	The principal ensures that a rigorous and coherent standards-based curriculum and aligned assessment system are implemented with fidelity.	<ul style="list-style-type: none"> Administrative Walk-through data Teacher observation & evaluation data District curriculum guides Lesson plan format formative assessments data management systems PLC agendas and minutes Grade level & content level meeting agendas and minutes 	The principal enables teachers to develop independent lessons that are not systematically linked to the Standards. [4.2]	The principal articulates the expectations that all teachers will implement a coherent Standards-aligned curriculum and assessment system.	The principal articulates the expectations that all teachers will implement a rigorous and coherent Standards-aligned curriculum and assessment systems with fidelity. [4.1]	All teachers implement a rigorous and coherent Standards-aligned curriculum and assessment system with fidelity.
			The principal's classroom observations are infrequent and unstructured. [4.2]	Staff is not observed at least weekly to determine the extent to which teacher instruction is aligned with the Standards across all classrooms. [4.2]	All staff is observed, at least 10 minutes on a weekly basis, by some member of school leadership to ensure instructional and pacing alignment with the Standards-aligned curriculum; teachers are on pace and teaching lessons are aligned to the Standards. [4.2]	All staff is observed on a weekly basis by some member of the school leadership to ensure that teachers are teaching lessons aligned to the Standards across classrooms and on pace with the established sequence. [4.2]
			The district may have formative assessments in literacy and math, but using teacher-developed assessments is the norm. There is not a system in place to collect and analyze formative assessment data. [4.3]	The principal monitors implementation of district provided formative assessments in ELA and math; challenges persist keeping to the district formative assessment schedule. [4.3]	The principal implements formative assessments with fidelity and analyzes results in ELA and math across all grade-levels linked to the Standards-aligned curriculum and ensures that the results are returned to teachers in a teacher-friendly manner for timely analysis. [4.3]	The principal monitors and analyzes formative assessments in ELA and math across all grade-levels linked to the Standards aligned curriculum, and uses the data to inform instructional improvement.
			There is not a system in place to collect and review lesson plans. [4.3]	The principal has systems in place to review lesson plans to ensure implementation fidelity, though systematic review and feedback remains a challenge. [4.2]	The principal puts in place systems to ensure that lesson plans are written and reviewed on a set schedule. [4.2]	Systematic reviews of lesson plans indicate consistent alignment with the Standards and a level of rigor that exceeds those standards, at times. [4.2]
			The principal does not ensure that all teachers have access to Standards-aligned materials and resources. [4.4]	The principal ensures access to Standards-aligned materials and resources. Teachers may also be using their own materials not necessarily aligned to the Standards. [4.4]	The principal walk-throughs provide data indicating teachers are using engaging instructional materials and resources aligned to the Standards. [4.4]	The principal ensures that all teachers have access to appropriate 21 st Century resources, materials, and equipment aligned to the Standards and school improvement plan. [4.4]
1.6	The principal ensures that classroom level instruction is adjusted based upon formative and summative results from	<ul style="list-style-type: none"> Administrative walk-through data Common Assessments Professional development plan 	The principal does not set expectations for how teachers use collaboration time to collect and analyze formative assessment data. [4.3]	The principal sets the expectations and ensures that teachers use collaboration time to focus on formative assessment data, but does not monitor implementation and rigor. [4.3, 6.3]	The principal sets the expectation that teachers use collaboration time to review formative assessment data to determine if students met specific goals for improvement and make instructional adjustments as necessary. [4.3, 6.3]	The principal provides teachers with a data management system with analytic tools to gain insight into how students are performing, how to design ongoing instruction, and monitors the teachers' use during collaboration time. [4.3]

	aligned assessments.	<ul style="list-style-type: none"> Grade & content level meeting agendas and minutes PLC agendas and minutes Data team agenda and minutes 	Leader walk-throughs are not schedule or do not focus on instructional improvement. [6.3]	Leader walk-throughs are scheduled and mostly adhered to; walk-throughs focus on general best practices for teachers. [6.3]	Leader walk-throughs are scheduled and adhered to. The principal and leader walk-throughs focus on monitoring and supporting instructional decisions made by teachers, including student grouping, differentiation and targeted interventions, based on their analysis of multiple forms of data, including observations, interim and formative assessments (daily, weekly, end-of-unit) 3.5]	Leader walk-throughs are scheduled and adhered to, strategically targeting teachers with particular development needs, while supporting all. [6.3]
1.7	The principal uses informal and formal observation data and on-going student learning outcome data to monitor and improve school-wide instructional practices and ensure the achievement of learning goals for all students (including SWD and ELs).	<ul style="list-style-type: none"> Administrative walkthrough data Common assessment data Teacher observation and evaluation data Grade & content level meeting agendas and minutes PLC agendas Data team agendas and minutes 	The principal does not use data to identify school-wide instructional practices for improvement. [6.2]	The principal is using multiple forms of disaggregated data to select and monitor a select number of key school-wide priorities for instructional improvement. [6.2]	The principal has on-demand access to and is using a comprehensive set of disaggregated data to identify and monitor a select number of school-wide priorities for instructional improvement. [6.2]	The principal and leadership team have and use on-demand access to a comprehensive set of disaggregated data to identify and monitor key school-wide priorities for instructional improvement that become a foundation for the School Improvement Plan. [6.2]
			Based on informal and formal observations and available student assessment data, limited progress on key instructional practices exist. [6.3]	Based on informal and formal observation data, leader walk-throughs, and multiple measures of student assessment data, progress is evident for some teachers on some priorities; student learning outcomes can be linked to these improvements. [6.3]	Based on informal and formal observation data, leader walk-throughs, and multiple measures of student assessment data, the principal and instructional leaders identify and focus on a select number of school-wide teaching practices through targeted and job-embedded PD. [6.3]	Based on informal and formal observation data, leader walk-throughs and multiple measures of student assessment data, progress is evident for all teachers on all instructional priorities and student outcomes are positively impacted. [6.3] Students who are not mastering lesson objectives are quickly identified and provided additional instructional supports until they achieve mastery. [3.5]
1.8	The principal ensures that the schedule is intentionally aligned with the school improvement plan in order to meet	<ul style="list-style-type: none"> Master schedule School Improvement Plan Lesson plans PLC agendas Grade & content level 	The principal creates the master schedule, but errors are not swiftly addressed, causing confusion regarding student assignment. [7.1]	The principal completes the master schedule in a timely manner and all students are enrolled in level appropriate classrooms. [7.1]	The principal and instructional leaders create a master schedule that ensures core content areas have sufficient time allocated at a time when learning is best for students. [7.1]	The principal and instructional leaders create a master schedule that prioritizes time for core content areas and may include increased time for literacy and mathematics instruction. [7.1]
			The master schedule does not adequately address the need for instructional interventions for students two grade levels	The master schedule provides time for ELA and Math intervention, though the time allocated does not meet	The master schedule enables students who are two or more years behind in ELA or Math to be enrolled in intervention	All students who are two or more years behind in ELA or Math are enrolled in intervention programs with

	the agreed upon school level learning goals.	meeting agendas and minutes	behind. [7.2]	research-based guidelines, and is inflexible to make reintegration into grade appropriate core content classes cumbersome and complicated. [7.2]	programs with sufficient time allocated to allow for implementation fidelity. [7.2]	sufficient time allocated to allow for implementation fidelity. [7.2]
			There is not a calendar developed that includes staff professional development, teacher team meetings, or common meeting times. [7.3]	There is a basic calendar of teacher collaboration time. [7.3]	The principal and instructional leaders ensure teachers have sufficient planning time for grade/content level meetings, as well as vertical staff collaboration. [7.3]	Teachers have ongoing consistent and sufficient times for grade/content meetings, as well as vertical staff collaboration. [7.3]
			There is not time in the master schedule for teachers to learn from each other or outside the teacher's community [7.3]	Through the master schedule, the principal creates time for teachers to have opportunities to learn from others outside the teacher's community. [7.3]	The principal and instructional leaders ensure the master schedule includes opportunities to learn from other teachers at the school, as well as others outside of the immediate teachers' community. [7.3]	The master schedule includes opportunities for teachers to learn from each other, as well as experts in the field. [7.3]
1.9	The principal effectively employs staffing practices (recruitment and selection, assignment, shared leadership, job-embedded professional development, observations with meaningful instructional feedback, evaluation) in order to continuously improve instruction and meet student learning goals.	<ul style="list-style-type: none"> Master schedule Policy for teacher placement Staffing assignment chart School Climate surveys School focus group School Improvement plan Formal and Informal observations and evaluations Grade & content agenda and minutes PLC agenda and minutes Data team agenda and 	The principal has the district HR select and assign teaching staff based on vacancies with recruitment efforts not well-defined. [5.1]	The principal uses traditional channels and procedures to recruit new teachers. [5.1]	The principal and instructional leaders use established processes to identify staffing needs proactively and early and manages recruitment efforts by casting a wide net for candidates including, but not limited to traditional venues. [5.1]	The principal uses creative and traditional means to proactively recruit teachers with the expertise to deliver quality instruction using a research-based teacher screening process (e.g. Habermann) and ensures there are no persistent teacher vacancies. [5.1]
			The principal has no clear selection criteria or processes in place for interviewing candidates. [5.1]	The principal ensures clear selection criteria and processes are in place for interviewing candidates. [5.1]	The principal ensures that content/grade level teams or teacher leaders participates in and informs staff selection and is present at demo lessons and formal interview. [5.1]	The principal includes grade level/content peers and other instructional leaders to inform staff selection based upon the needs of the school. They are all present at demo lessons and formal interviews. [5.1]
			Staff assignment is based on something other than matching student learning needs with staff's instructional strengths. [5.5]	The principal and instructional leaders do not have clear selection processes when matching staff to specific position expectations. [5.5]	The principal and instructional leaders operate from clear selection process that focus on matching staff to specific position expectations and are based on prior student learning outcomes for non-first year teachers. [5.1]	The principal bases staffing assignment decisions on teacher effectiveness data, as well as student outcomes data; assignments put teachers with proven effectiveness with students demonstrating the greatest learning needs. [5.1]
			There are neither the systems in place nor the urgency to dismiss chronically underperforming teachers. [5.5]	The principal has some documentation on consistently underperforming staff. [5.5]	The principal has evidence that classrooms are staff with teachers with the right skills, competencies and content knowledge necessary to achieve	All classrooms are staffed with effective or highly effective teachers, or comparable designation, based on district evaluations. [5.5]

		minutes			student learning outcomes. [5.5]	
			There is little or no evidence that teachers receive instructional feedback from the principal that impacts practice. [5.2]	The principal visits classrooms when time permits and provides teachers with constructive feedback. Follow-up monitoring is inconsistent. [5.2]	The principal and leadership team enact their role as instructional improvement leaders by consistently providing teachers with constructive feedback linked to improvement plans, support and then follow-up to ensure instructional improvement. [5.2]	The principal and leadership team member feedback is the norm, providing all teachers with meaningful feedback to improve the quality of instruction. [5.2]
			The principal secures professional development that is not linked to teacher evaluation, learning outcomes, or school-wide goals. [5.3]	The principal ensures the school has a clear professional development calendar and topics are aligned to established school improvement goals. [5.3]	The principal and leadership team ensures professional development is designed and linked to teacher observations, formative assessment results, and school-wide goals. [5.3]	The principal and leadership team ensures professional development is designed and linked to teacher observations, formative assessment results, and school-wide goals,. The principal consistently monitors the implementation of learned instructional strategies. [5.3]
			The principal does not set expectations for or monitor teacher collaboration time to ensure it is focused on improving instructional priorities. [5.3]	The principal ensures teachers collaboratively review student work to build a shared understanding curricular goals and rigor. [5.3]	The principal and leadership team ensure that teachers' collaboration time is focused on instructional priorities identified through an analysis of data. [5.3]	The principal and leadership team ensure that every possible opportunity for teacher collaboration time is focused on instructional priorities identified through an analysis of data and linked to school-wide goals. [5.3]
			There are neither the systems in place nor the urgency to dismiss chronically underperforming teachers. [5.5]	The principal has some documentation on consistently underperforming staff. [5.5]	The principal communicates performance expectations for each position, implements an evaluation process aligned with district expectations, places "ineffective" staff on improvement plans, provides appropriate support, extensively documents consistently underperforming staff and follows the protocols for removal of ineffective teachers. [5.5]	The principal makes clear performance expectations aligned with the mission and vision for each position, implements a systematic evaluation process aligned with district expectations; places "ineffective" staff on improvement plans, provides appropriate support, extensively documents consistently underperforming staff and follows the protocols for removal of ineffective teachers. [5.5]

1.10	The principal uses data and research-based practices to work with staff to increase academically-focused family and community engagement.	<ul style="list-style-type: none"> School climate surveys School focus group School, staff, parent, student handbooks List of family and community engagement activities and attendance List of outreach programs for families with struggling students. 	The principal ensures progress reports and report cards are sent to parents and/or guardians, but there are not systems in place for further engagement.	The principal ensures family members are informed about student learning progress through traditional means such as parent-teacher conferences, progress reports and reports cards. [8.1]	The principal and instructional leaders create high value opportunities to engage family members in discussing student learning progress toward explicit goals; successes are celebrated and gaps are acknowledged addressed. [8.1]	The principal, parents and community members are actively involved in key student learning demonstrations (presentations, student-parent-teacher conferences) [8.1]
			Parents only receive additional information about students when they are failing or in behavioral trouble. [8.1]	The principal supports and encourages structures such as PTOs, PTAs, and Parent Councils. [8.1]	The principal recruits families and community members as active participants in sessions geared to solicit input on school decisions through PTOs, PTAs, and Parent Councils; school leaders take such input seriously and make decisions accordingly. [8.1]	The principal puts in place measurable systems to engage families in a variety of school activities, ranging from celebrations to school leadership councils. The principal also recruits families and community members as active participants in sessions geared to solicit input on school decisions and implements, evaluates and adjusts programs and strategies that create supportive, academically focused relationships between teachers and families. [8.1]
			Organizations and programs exist in the community but the principal has not formed partnerships to serve students in need. [8.2]	The principal has some partnerships with and has contact information for support services and organizations in the community. [8.2]	School leaders identify and cultivate relationships with community partners who offer services to families that reduce barriers to students' academic and personal growth. [8.2]	The principal and staff are student advocates, ensuring students who are struggling academically and/or socially are receiving quality and integrated support services by a network of providers invested in the student's well-being; positive results from such programs are clear. [8.2]

SCHOOL CLIMATE AND CULTURE						
TURNAROUND PRINCIPLE 2		Establish a school environment that supports the social, emotional, and learning needs of all students.				
INDICATORS		Sources of Evidence	1 Ineffective	2 Improvement Necessary	3 Effective/Implemented with Fidelity	4 Highly Effective
2.1	The school community supports a safe, orderly and equitable learning environment	<ul style="list-style-type: none"> School/district safety plan Student/parent/staff handbooks School climate surveys Disaggregated discipline data (violence & vandalism, suspension, referrals, bullying, etc.) Student behavior management plan/code of conduct Attendance records Facility inspection reports Violence prevention programs Walkthrough observations School accident/student health reports 	The school building has significant areas of disrepair.	The school building is safe and clean with limited facility issues	Students and adults feel safe and ready to engage in teaching and learning. The facility is clean and in good working order.	Students and adults feel safe, welcomed and ready to learn and teach; the facility supports major academic priorities/initiatives (e.g. reading nooks, improved library, enhanced computer lab, comfortable staff lounge/meeting area.
			There is not a clear and consistent policy for behavior, either stated or in practice.	There is a stated clear and consistent behavior system of rewards and consequences though implementation data are not tracked.	There is a clear and consistent behavior system of rewards and consequences in use, with clear goals and a means to track progress and to share results with the entire school community.	There is a clear and consistent behavior system of rewards and consequences in use and goals are consistently met or surpassed.
			Teachers' response to classroom incidents varies from classroom to classroom.	Some teachers do not implement the behavior policies consistently.	There is evidence that teachers' responses to incidents in their classrooms look and feel similar across classrooms.	Students report high behavioral expectations from all teachers with similar expectations across all classrooms.
			Procedures to monitor and support a safe and orderly environment are not evident.	Procedures to monitor and support a safe and orderly environment are in place but are not followed consistently.	Indicators of a safe, orderly and equitable learning environment are established, goals are set and data are collected and analyzed to determine progress toward goals; adjustments to strategies are made based on analysis of evidence.	Surveys and observable data indicate that the school community takes pride in their building and procedures are consistently and effectively implemented and monitored.
2.2	The school community maintains a culture that values learning and promotes the	<ul style="list-style-type: none"> Administrative walkthrough data PLC agenda and minutes Professional 	Academic learning time is not bell-to-bell. There is evidence that the school community does not prioritize learning and the personal growth of students or staff.	Academic learning time is respected with minimal interruption.	Academic learning time is protected and prioritized.	Academic learning time is protected and there is evidence that the community values learning and the promotion of social growth.

	academic and personal growth of students and staff	<ul style="list-style-type: none"> development plan School climate surveys School focus groups Student and staff handbooks Student growth percentiles Discipline and behavioral referrals Disaggregated staff and student attendance data 	There are no common classroom routines or instructional strategies in place. Classrooms are visited randomly without a systematic focus targeting specific instructional strategies.	The quality of instruction varies from classroom to classroom and little instructional differentiation is in place to meet varied student needs. A few classrooms are regularly monitored without a systematic focus targeting specific instructional strategies.	High quality of instruction is the norm and is monitored through daily observations and walk-throughs. All classrooms are regularly monitored and targeted feedback is provided that focuses on targeted instructional strategies.	Systematic and regular analysis of student learning data informs the selection and development of the highest priority strategies for improving instructional practices. High quality of instruction is the norm and is monitored through daily observations and walk-throughs. All classrooms are regularly monitored and targeted feedback is provided that focuses on the targeted instructional strategies.
			There are not defined expectations for classroom practice and there are not academic interventions or supports for students in need.	There are sporadic attempts to address academic interventions and supports.	Students quickly receive academic interventions and supports to ensure continuous academic, personal and social-emotional growth.	There are consistent structures for instructional differentiation where effective instructional strategies are varied to meet all students' needs and to ensure that all students master content.
			Staff is randomly engaged in practices to promote professional growth.	Staff is encouraged to be involved in practices promoting professional growth.	Staff is continuously engaged in practices to promote professional growth.	All staff is continuously engaged in practices to promote professional growth that is tied to increasing student academic and social growth.
2.3	<p>High expectations* are communicated to staff, students and families; students are supported to achieve them.</p> <p><i>*Expectations of professionalism, instruction, communication and other elements of the school's common teaching framework to staff. Expectations of attendance, academic performance,</i></p>	<ul style="list-style-type: none"> Administrative walkthrough frequency Informal classroom observations Family friendly walkthrough action plan School climate surveys School focus groups School discipline plan Student/parent handbooks Posted behavior standards Posted academic standard/rubrics School mission, belief and vision statements 	There are no clear expectations for instructional practices. Instructional strategies and data are not used to improve instruction.	The importance of high expectations is communicated and there is evidence of rigorous instruction and student learning in some classrooms.	High expectations for staff and students are exhibited and high quality teaching is the norm.	Systematically and regular diagnoses instructional practices to identify and articulate the highest priority strategies for improving instructional practices.
			Classroom instruction is not monitored and expectations are not communicated.	Student work varies in its rigor and is not always consistent with the Standards.	Student work is intellectually and cognitively challenging and consistent with the Standards, at a minimum.	Teachers practice the use of a variety of instructional strategies that are intellectually and cognitively challenging, and use the strategies outline in an instructional framework. Students take responsibility for their own learning.
			The principal does not challenge actions that demonstrate low expectations, and provide no feedback to staff or students.	Students and adults receive sporadic feedback without systems in place to ensure improvement occurs.	Students and adults receive meaningful feedback and interventions that contribute to continuous improvement.	Teachers and students receive consistent feedback around instructional practices including discussions of specific student work and data.

	<i>behavior, postsecondary attainment, etc. to families.</i>		There is no communication or system of support in place to meet students' academic social/emotional and behavioral needs.	A systems of support has been identified to address students' academic, social/emotional and behavioral needs. However, there is little evidence the systems is being utilized.	The commitment to high expectations is communicated frequently to families about the student's academic, social/emotional and behavioral progress.	There is a clearly identified active social network to provide academic, social/emotional, and behavioral support to students and their families and to communicate high expectations.
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EFFECTIVE INSTRUCTION						
TURNAROUND PRINCIPLE 3		Ensure that teachers utilize research-based, rigorous and effective instruction to meet the needs of all students and aligned with State Standards.				
INDICATORS		Sources of Evidence	1 Ineffective	2 Improvement Necessary	3 Effective/Implemented with Fidelity	4 Highly Effective
3.1	Teachers ensure that student-learning objectives are specific, measurable, attainable, realistic and timely, and are aligned to the standards-based curriculum.	<ul style="list-style-type: none"> Administrative walkthrough data Informal and formal teacher observations Lesson plans Posted lesson objectives 	Teachers may post learning objectives, but they lack clarity and are not measurable.	Teachers pose and explain student learning objectives, though they are not always clear and measurable.	Student learning objectives are posted and explained to students, they are consistently clear and measurable.	Student learning objectives are high, clear, and measurable that students master after good first instruction.
			Students are unable to articulate the learning objectives.	Students can articulate what the learning objective is, but not always why it matters to their learning and growth.	Students can articulate what the learning objectives are and why it matters to their learning and growth.	Students can clearly articulate the learning objective and its application to larger concepts.
			The “taught” curriculum does not match the standards.	Lesson objectives are not consistently aligned to the standards-based curriculum.	Lesson objectives are aligned to the district/state curriculum, Standards, and assessments.	Lesson objectives are vertically and horizontally aligned to the district/state curriculum, Standards, and assessments.
3.2	Teachers use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs.	<ul style="list-style-type: none"> Administrative walkthrough data Informal and formal teacher observations Lesson plans Examples of student work Student surveys and interviews 	Teachers demonstrate little variation in their instructional and response strategies and little student engagement is present.	Teachers use a few instructional and response strategies and students are moderately engaged.	Teachers use a variety of instructional and response strategies and students are actively engaged in their learning.	An instructional framework is infused into every lesson and staff display mastery of instructional and response strategies.
			There is little evidence that the employed instructional strategy or strategies are intentionally chosen to meet student learning needs.	The teacher can articulate a rationale for selecting specific instructional strategies that tie to addressing student learning needs.	Teachers use student learning data to inform their selection of instructional and response strategies.	Students are actively engaged in their own learning and consider the teacher as a critical guide in their learning endeavors.
3.3	Teachers use frequent checks for understanding throughout each lesson to gauge student learning, and to inform, monitor and adjust instruction.	<ul style="list-style-type: none"> Walkthrough observations Lesson plans Student grouping plan 	Teachers teach the lesson without monitoring whether or not all students are mastering the lesson objective.	Teachers occasionally use Checks for Understanding (CFU), but do not always know where students are in terms of mastering the learning objectives.	Throughout the lesson, teachers are clear about where students are in terms of mastering the learning objective.	Throughout the lesson, teachers are clear about where every student is in terms of mastering the lesson objective, particularly those who have demonstrated past challenges mastering the learning objectives.
			Once the lesson is complete, teachers move on to the next lesson without regard to whether or not all students mastered the prior learning objective.	Instructional strategies and groupings remain largely fixed even while the teacher seeks to address gaps in student understanding.	Instructional strategies and groupings are adapted based on teachers’ CFUs as well as other forms of data.	The teacher plans instructional strategies and groupings based on student learning needs and makes adjustments based on CFUs.

			There are inadequate interventions in place for students who do not master the learning objectives on first instruction.	Interventions for students who do not master student learning objectives are sporadic and not embedded into instructional practice.	Most students master lesson objectives on first instruction; alternative strategies are in place for students who do not.	All students master lesson objective on first instruction.
			Administrators monitor instruction infrequently and are not focused on having teachers ensure that all student master the learning objectives.	Administrators occasionally monitor the use of CFUs as an instructional strategy, and occasionally provide input to foster teacher's effective use.	Administrators monitor the use of CFUs as an instructional strategy and provide feedback to teachers individually, but may not provide additional supports.	Administrators allocate and adapt instructional supports based on data from their administrative walk-throughs.
3.4	Teachers demonstrate necessary content knowledge	<ul style="list-style-type: none"> • Walkthrough observations • Teacher certifications • School climate surveys • School focus groups • Lesson plans 	Teachers make factual error delivering content and do not explain content clearly.	Teachers rely heavily on text to deliver lessons that are factually accurate, though not always made relevant for students.	Teachers are highly qualified in the content taught. Lessons are rich with relevant content connected to Standards.	Principal verifies content knowledge through informal and formal observations supplemented with observations by the administrative team and central office and/or state content experts so that all staff is rated proficient.
			Content is delivered with little rigor or relevance for the students.	There is little evidence that teachers plan and use strategies that engage various learning styles in the instructional delivery.	Teachers approach content from many angles to support all learning styles.	Teachers present material in multiple ways as well as assess student learning in various ways to reach all learning styles.
			Most of the students are not engaged or on task.	Some students are engaged and on task, others are passive or confused.	Students are engaged and asking relevant questions that are clearly addressed, either by the teacher or other students.	Teachers intentionally plan for engagement strategies. They quickly recognize students that are not engaged and respond immediately.
3.5	Teachers demonstrate the necessary skills to use multiple measures of data, including the use of diagnostic, formative, and summative data to differentiate instruction to improve student achievement.	<ul style="list-style-type: none"> • Data protocols • Content/grade level meeting agendas and minutes • Common assessments and rubrics • 	Data are not used in instructional planning.	Teachers based instructional decisions on few sources of evidence, though the changes to instruction do not always adequately address student-learning needs.	Teachers base instructional decisions on multiple sources of data on a weekly or end-of-unit basis.	Instructional decisions, including student grouping, differentiation, and targeting for interventions are based on multiple forms of data, including observations, CFUs, interim and formative assessments (daily, weekly, end-of-unit)
			Data are not used in teacher meetings; interim or formative assessments are not analyzed.	Data are used in some teacher team meetings, but is not a standard part of every meeting.	Multiple measures of data are present and reviewed in every teacher meeting.	Teachers use an established protocol to review multiple measures of data in every teacher meeting.
			There is little or no evidence of readiness for learning through pre-teaching or re-teaching.	Lessons rarely include pre-teach, re-teach, or spiraling based on evidence of student learning.	Lessons include re-teaching and spiraling based on CFUs and evidence of student learning.	Students who are not mastering lesson objectives are quickly identified and provided additional instructional supports until they achieve mastery.
			The principal may share data with staff once or twice a year, but there is not a data review	A data review process takes place several times a year or at special data "events" or faculty	Data is reviewed regularly with staff to identify students who are not mastering basic skills and	Through consistent data review systems, diagnostic and language proficiency

			process in place.	meetings.	are provided with appropriate diagnostic assessments to target learning needs.	assessments are systematically implemented to target early interventions for all students.
3.6	Teachers hold high expectations for all students academically and behaviorally as evidenced in their practice.	<ul style="list-style-type: none"> Administrative walkthrough data Formative and summative assessment data School process data Discipline reports Student/parent handbook School climate surveys School focus groups 	Teachers' actions, such as showing the inability to define effective classroom practice, being unable to articulate strategies for improving instruction, and a lack of mastery of objectives, demonstrate low expectations.	High quality work and meaningful feedback is not evident.	Academic progress is monitored through discussions of student data with the leadership team.	Academic progress is monitored weekly by the leadership in instructional team meetings and shared with staff on a regular basis.
			Behavior expectations are not clearly communicated or consistently reinforced.	School rules and routines are enforced with consistent responses to and consequences for misbehavior.	Classroom behavior is consistent and student exhibit habits of self-discipline and self-management.	Students demonstrate traits of self-regulated learners. They contribute to school and/or classroom rules and hold one another accountable for adhering to expectations; students have been taught habits of self-discipline and self-management.

CURRICULUM, ASSESSMENT & INTERVENTION SYSTEMS						
TURNAROUND PRINCIPLE 4		Ensure that teachers have the foundational documents and instructional materials needed to teach to the rigorous college and career ready state standards.				
INDICATORS		Sources of Evidence	1 Ineffective	2 Improvement Necessary	3 Effective/Implemented with Fidelity	4 Highly Effective
4.1	The district or school curriculum is aligned with Indiana Academic Standards	<ul style="list-style-type: none"> District curriculum guides Lesson plans Walkthrough observations 	The district curriculum is not aligned to the Indiana Academic Standards.	Staff use Indiana Academic Standards and develop lessons where the learning objectives are aligned to those standards with some variability across classrooms.	The curriculum has grade-by-grade and content articulation of student learning objectives linked to the Indiana Academic Standards.	The curriculum has grade-by-grade and content horizontal and vertical articulation of student learning objectives linked to the Indiana Academic Standards and goes beyond State Standards and tested areas to require higher levels of learning.
			Teachers cannot describe what each child should know of do for a given lesson.	The instructional sequence is mapped for each grade level, but not articulated across grade levels.	The instructional sequence is mapped and calendared across all grade levels.	The instructional sequence is mapped and calendared across all grade levels and is aligned vertically as well.
			District does not have a comprehensive curriculum map aligned to Indiana Academic Standards with accompanying student learning objectives.	Teachers do not always know how to access the District curriculum which is mapped to align with Indiana Academic Standards and includes students learning objectives.	Each teacher is aware of and has easy access to the student-learning objectives and sequence map of the district curriculum.	District curriculum maps and student-learning objectives are readily accessible in teachers' classrooms and discussed and reviewed at teacher collaboration meetings.
4.2	Teachers and school leaders collect classroom level data to verify that the adopted curriculum is aligned to Indiana Academic Standards and is the "taught" curriculum.	<ul style="list-style-type: none"> Administrative walkthrough data Informal and formal teacher observations and evaluations Lesson plans Common assessments PLC meeting agendas and minutes Grade and content level meeting agendas and 	Classroom observations are infrequent and not focused on ensuring the adopted curriculum is the taught curriculum.	Regular observations take place, though there is not a systematic way to determine the extent to which teacher instruction is aligned with the Indiana Academic Standards across classrooms.	All staff is observed, at least briefly, on a weekly basis, by some member of school leadership to monitor instructional alignment with the Indiana Academic Standards across classrooms.	All staff is observed on a weekly basis by some member of the school leadership team to ensure instructional alignment with the Indiana Academic Standards across classrooms.
			Teachers develop lessons that are not systematically linked to the Indiana Academic Standards.	Data from observations indicate that a majority of teachers are teaching lessons aligned to the Indiana Academic Standards, with variability on pacing.	Data from weekly observations of all teachers indicate that teachers are teaching lessons aligned to the Indiana Academic Standards with some variability on pacing.	Data from weekly observations indicate that teachers are teaching lessons aligned to the Indiana Academic Standards and are on pace with the established sequence.
			The district does not have consistent curriculum and teachers largely develop their independent lessons that use teacher developed pacing and student-learning objectives.	Some teachers are using curriculum maps with sequences student-learning objectives to plan instruction.	Teachers are using curriculum maps with sequences student learning objectives to plan instruction.	Teachers are planning lessons collaboratively using curriculum maps with sequences student-learning objectives.

		minutes	There are no systems in place to review lesson plans or monitor alignment with Indiana Academic Standards.	Lesson plans are occasionally reviewed and limited feedback given; there is not a systematic approach to reviewing written lesson plans or alignment to Indiana Academic Standards.	Systems are in place to ensure that lesson plans are written and reviewed on a set schedule and demonstrate overall alignment with Indiana Academic Standards.	Systematic reviews of lesson plans indicate consistent alignment with the Indiana Academic Standards and a level of rigor that exceeds those standards, at times.
4.3	The district provides formative assessments in literacy and math to enable teachers to effectively gauge student progress and inform instructional decisions at the classroom and team levels.	<ul style="list-style-type: none"> Common assessments Professional development plan/agenda 	The district may have formative assessments in literacy and math, but using teacher-developed assessments is the norm.	Teachers are implementing district provided formative assessments in LEA and math in most classrooms.	Teachers are consistently implementing district provided formative assessments in LEA and math across all grade levels link to the Indiana Academic Standards aligned curriculum.	Teachers are consistently implementing district provided formative assessments in ELA and math across all grade levels linked to the Indiana Academic Standards aligned curriculum. Teachers collaborate to use data to inform instruction.
			A formative assessment schedule is not in use.	A formative assessment schedule is in place with some variability in its use.	A formative assessment schedule aligned to the curriculum pacing guide is in use, with some variability across classrooms.	A formative assessment schedule aligned to the curriculum pacing guide is in use across all classrooms.
			There are not systems in place to collect and analyze formative assessment data.	Teachers have a sense of what students need to know and be able to do and are using this understanding to guide lesson planning and instructions.	Teachers know exactly how student-learning objectives will be assessed and use this information to guide their lesson planning and instruction.	Systematic and collaborative lesson planning occurs using formative assessments to guide teacher decisions.
			The principal does not set expectations for how teachers use collaboration time to collect and analyze formative assessment data.	The principal sets the expectation and ensures that teachers use collaboration time to focus on formative assessment data, but does not monitor implementation and rigor.	The principal sets the expectation that teachers use collaboration time to review formative assessment data to determine if students met specific goals for improvement and make instructional adjustments as needed.	A data management system provides teachers with analytic tools to gain insight into how students are performing and how to design ongoing instruction.
4.4	Instructional materials and resources are aligned to the standards-based curriculum documents.	<ul style="list-style-type: none"> Inventory of instructional materials and resources Lesson plans District and/or State model curriculum School-based budget 	Instructional curriculum and materials are not aligned to the Indiana Academic Standards or the school goals.	Instructional materials and resources aligned to the Indiana Academic Standards are available. Teachers may be using their own materials not aligned to the Indiana Academic Standards.	All teachers have access to and are using engaging Instructional materials and resources aligned to the Indiana Academic Standards.	The principal ensures that teachers have access to and use appropriate 21 st century resources, materials and equipment aligned to the school improvement plan and Indiana Academic Standards.
			The budget is not systematically developed or allocated so instructional materials and resources are either outdated or not aligned to school priorities or current Indiana Academics Standards.	Processes for developing and allocating the budget focuses primarily on accounting for materials not on ensuring their distribution and use or reviewing the alignment of instructional resources to Indiana Academic Standards.	The principal allocates the school budget and expenditures to ensure resources are available and aligned to school priorities. There are systems in place and in use to ensure effective allocation, use and care of instructional resources.	The principal and leadership team collaboratively develop the budget and monitor expenditures so that resources are used as allocated. School routinely ensures the alignment of instructional material, equipment, and other resources.

4.5	An intervention plan is designed to meet the learning needs of students who are two or more years behind in ELA and Mathematics is planned, monitored and evaluated for effectiveness based on defined student learning goals.	<ul style="list-style-type: none"> • Master schedule • School improvement plan • Walkthrough observations • Data protocol and discussion results • Meeting agendas and minutes 	There is no systematic means to determine if students are two or more grade levels behind.	Diagnostic data are used to identify some students two or more years below grade level in LEA and Mathematics.	Diagnostic data are used to identify students who are two or more years below grade level in ELA and Mathematics.	There is a systematic approach, employing multiple measures, to identifying students two or more years below grade level in ELA and Mathematics.
			Interventions in ELA and math are not research-based and may be taught by a certified teacher. Interventions groupings remain fixed for substantial periods of time.	Research-based interventions in ELA and Math are in place for some students and taught by a certified teacher and interventions grouping remain fixed for substantial periods of time.	All students two or more years behind are placed in research-based intervention programs taught by effective teachers who regularly analyze both diagnostic data and intervention data to ensure rapid regrouping, either into or out of intervention programs.	All students two or more years behind grade-level are placed in research-based interventions, taught by highly effective teachers. Students make accelerated progress and are rapidly reintegrated into core-content instruction.
			Inadequate time modifications, if any, were made to accelerate the learning of students two or more grade levels behind.	Some time modifications are made to meet the learning needs of students two or more years behind.	Time is allocated to ensure program fidelity.	Time is allocated to ensure program fidelity and is adjusted to best meet student needs.
			Whole group is the primary means of instruction, with few exceptions. Whole group instruction is the primary mode of instruction.	Whole group and small skills group instruction is being employed. The strategies are not aligned with best practices.	Whole group and small skill group instruction is being employed. The strategies are aligned with best practices.	Instructional leaders know how students in interventions are progressing and are allocating resources to ensure program fidelity leads to continuous and accelerated progress.

EFFECTIVE STAFFING PRACTICES						
TURNAROUND PRINCIPLE 5		Develop skills to better recruit, retain and develop effective teachers.				
INDICATORS		Sources of Evidence	1 Ineffective	2 Improvement Necessary	3 Effective/Implemented with Fidelity	4 Highly Effective
5.1	Hiring timelines and processes allow the school to competitively recruit effective teachers.	<ul style="list-style-type: none"> Staff vacancy list Position control roster Performance task to utilize for hiring decisions HR procedures and policies 	Hiring criteria are not defined and it is not clear why teachers are selected.	Processes are in place to identify staffing needs.	The principal and instructional leaders use established processes to identify staffing needs proactively and early.	Selection process is managed by leadership team and includes input of other key stakeholders (e.g. students, family members, and other members of the community)
			School does not recruit teachers. Hiring is based primarily on candidate availability and personality rather than expertise and demonstrated results.	Recruitment efforts are implemented using traditional channels and procedures.	Recruitment efforts cast a wide net for candidates including, but not limited to traditional venues.	School has intensive recruitment selection (demo lesson, formal interview, interview with a panel of students and other stakeholders), induction and mentoring processes for any new staff.
			The principal has no clear selection criteria or processes in place for interviewing candidates.	The principal uses clear selection criteria and processes are in place for interviewing candidates.	The principal ensures that content/grade level teams or teachers leaders participates in and informs staff selection and is present at demo lessons and formal interviews.	The principal includes grade level/content peers and other instructional leaders to inform staff selection based upon the needs of the school. They are all present at demo lessons and formal interviews.
			The principal and instructional leaders do not have clear selection processes when matching staff to specific position expectations.	The principal operates from clear selection processes that focus on matching staff to specific position expectations	The principal and instructional leaders operate from clear selection processes that focus on matching staff to specific position expectations and are based on prior student-learning outcomes from non-first year teachers.	The principal bases staffing assignment decisions on teacher effectiveness data, as well as student outcomes data; assignments put teachers with proven effectiveness with students demonstrating the greatest learning needs.
			Paraprofessionals are untrained and/or unqualified.	Paraprofessionals may have received some training, but are utilized ineffectively.	Para-professionals have received necessary training to be instructional assistants rather than providing clerical support.	Para-professionals develop highly qualified status and are utilized effectively to maximize student learning.
			Staff vacancies persist throughout the year. Long-term subs are used to fill these vacancies.	Classrooms may be staffed with full-time, certified and effective teachers.	Classrooms are staffed with full-time certified and effective teachers.	All classrooms are staff with full-time, certified and highly effective teachers.
5.2	School leadership uses teacher evaluation to provide feedback for improving	<ul style="list-style-type: none"> Walkthrough observations School climate surveys 	Not all teachers are evaluated.	The school leadership uses evaluations to ensure compliance with instructional expectations and regularly provides feedback aligned with	The school leadership engages in school-wide observations and provides feedback using aligned on protocols.	The school leadership has a systematic and frequent approach to engaging in school-wide observations and provide feedback based on a consistent

	classroom practices, informing professional development and increasing learning outcomes	<ul style="list-style-type: none"> Teacher development practices 		that evaluation.		set of expectations and protocols.
			Allocation of instructional resources and professional development choices are not based on teacher evaluations or student learning data.	Allocation of additional classroom-based instructional supports, professional development and monitoring are based on student-learning data OR classroom observations.	Allocation of additional classroom-based instructional supports, professional development and monitoring are based on student-learning data AND classroom observations.	Allocation of instructional resources and professional development choices are based on ongoing evaluations of teacher practice and student learning data.
			There is little or no evidence that teachers receive instructional feedback that impacts practice.	Some teachers receive constructive feedback and additional instructional support based on teacher evaluation. Monitoring is inconsistent.	Teachers consistently receive constructive feedback, support, and follow-up to ensure instructional improvement.	Teachers can articulate their areas for growth; support and monitoring are in place to ensure teachers reach specific growth goals.
			Data are not analyzed in regard to teacher practice and teachers are not held accountable for student learning.	Teacher evaluations do not systematically link teacher practice data with student outcomes data.	Multiple data sources are used to evaluate teachers including teacher practice inputs and student learning outcomes when examining the effectiveness of teacher practice.	Multiple data sources are used to evaluate teachers, including teacher practice inputs and student learning outcomes.
5.3	Teachers are provided professional development that enables them to continuously reflect, revise, and evaluate their classroom practices to improve learning outcomes in both a structured collaborative setting and individually.	<ul style="list-style-type: none"> School climate surveys Professional development plan Evaluations of PD providers PD topics links to data from teacher observations 	Professional development is not linked to teacher evaluation, learning outcomes or school-wide goals.	School has a clear professional development calendar and topics aligned to established school goals and the school improvement plan.	Professional development is designed and linked to teacher observations, formative assessment results and school-wide goals.	Professional development is designed and linked teacher practice needs as determined by student learning data and school wide goals.
			Teacher collaboration is not based on student learning objectives, student learning data or common research-based planning practices	During collaborative learning, teacher teams review student work to build a shared understanding of curricular goals and rigor.	Structures are established and used for job-embedded collaborative learning.	Master teachers are providing professional development ad follow-up to ensure mastery of professional development learning objectives.
			Professional development is considered an “event” and not part of an on-going system of structures in the school.	Professional development is high quality, though primarily considered an “event” and not part of an on-going system of structures in the school.	Professional development is followed up with classroom monitoring and feedback to ensure learning objectives are incorporated into practice and professional development was effective.	Teachers are operating in self-directed Professional Development Communities focused on student learning outcomes.
			New teachers are not provided with a mentor.	All new teachers are provided with a mentor.	All new teachers and all teachers with specific development needs are mentored by highly skilled peers.	All new teachers and all teachers with specific development needs are mentored by highly skills peers.
			Teachers not rated as effective are still ineffective at the end of the years.	Teachers not rated as effective are still ineffective at the end of the year and are on an improvement plan.	All teachers not previously rated as effective are effective by the end of the year.	All teachers are rated effective or highly effective.
5.4	Staff assignment is intentional to maximize the	<ul style="list-style-type: none"> Mast schedule Staffing 	Staff assignment is based on something other than matching student learning needs with	Classrooms are staffed with teachers with the right content knowledge necessary to achieve	Classrooms are staffed with teachers with the right skills, competencies and content	Classrooms are staffed with highly effective teachers with the right skills, competencies

	opportunities for all students to have access to the staff's instructional strengths	assignment chart <ul style="list-style-type: none"> School climate surveys School focus groups 	staff's instructional strengths.	student learning outcomes.	knowledge necessary to achieve student learning outcomes.	and content knowledge necessary to achieve student learning outcomes.
			Learning interventions are not staffed with certified effective or highly effective teachers.	Staff provided for learning interventions is effective teachers.	Staff provided for learning interventions is effective teachers with specific content knowledge in the assigned intervention.	Learning interventions are staffed with effective or highly effective certified teachers, with content knowledge and language proficiency required for success.
			Staff evaluations are not rigorous and inhibit the identification of staff that would benefit from improvement plans.	Staff evaluated below effective is identified and supports are provided through an improvement plan.	Each staff position has clear performance expectations aligned with the mission and school wide expectations for instructional practice and student behavior.	All staff are meeting or surpassing clear performance expectations for instructions, student behavior and learning outcomes.
			There are neither the systems in place nor the urgency to dismiss chronically underperforming teachers.	There is some documentation on consistently underperforming staff.	Staff identified as "not aligned" and/or unskilled are put on improvement plans and appropriate support is provided; there is extensive documentation on consistently underperforming staff and an urgency to dismiss them.	Struggling staff are quickly identified and supported to meet standards for instructional expectations. There are no consistently underperforming staff members.
5.5	Teachers are provided professional development that promotes independent, collaborative, and shared reflection opportunities for professional growth.	<ul style="list-style-type: none"> Professional development plans School climate surveys School focus groups 	Professional development is not focused on student learning.	Professional development focuses on student learning.	Teacher driven professional development focuses on student learning, progress toward student learning challenges and progress toward student achievement goals.	Staff shares a collective awareness of individual skills and growth areas. They self-direct professional development based on student achievement outcomes.
			Professional development does not provide any time for teacher reflections.	Professional development may provide optional opportunities for reflection.	Professional development includes individual, collaborative and shared reflective opportunities.	Professional development includes observation protocol/practice that is not only consistent with school-wide expectations but promotes individual teacher development areas and the student of specific student sub-groups as identified by data.

ENABLING THE EFFECTIVE USE OF DATA						
TURNAROUND PRINCIPLE 6		Ensure the school-wide use of data focused on improving teaching and learning.				
INDICATORS		Sources of Evidence	1 Ineffective	2 Improvement Necessary	3 Effective/Implemented with Fidelity	4 Highly Effective
6.1	Multiple forms of data are presented in user-friendly formats and in a timely manner to drive all decisions for improving climate and culture.	<ul style="list-style-type: none"> Needs assessment data School climate surveys School focus groups Discipline and referral data Attendance data Data from social workers and guidance staff Artifacts and student progress 	Data on attendance, tardies, office referrals and suspensions are not accurate and rarely analyzed to inform decisions for improvement.	Data on attendance, tardies, office referrals and suspensions are available with some effort, though there is inconsistent analysis to identify and address students most frequently referred and/or suspended.	Systems are in place to easily and routinely review accurate data on attendance, tardies, office referrals and suspensions, especially to identify and address students most frequently referred and/or suspended.	Culture and climate indicators are identified, data are collected and school stakeholders analyze results to make continuous refinements.
			Notice of school events go out to families.	Families know about special events at the school and their participation is tracked.	Artifacts of consistent communication between families and school are present in clear and user-friendly formats (student progress reports, parent participation meetings, parent access to grades).	Clear systems with multiple pathways for family and community voice and participation in school are evident. Parent perspective is included in plans for school improvement. Community leaders and school system managers are active partners in the leader's decision making process.
			Input and dialogue from stakeholders regarding school climate and culture is not considered. Decisions are not communicated to stakeholders	Climate and culture surveys are given to students, families, teachers and other stakeholders and are analyzed by school leadership.	Climate and culture surveys are given to students, families, teachers and some stakeholders. The results are analyzed by the school leadership team with some community representatives who develop and ensure implementation of plans for improvement.	Climate and culture surveys are given to all stakeholders. Response rates are above 50%. Survey results are discussed as a community and plans for improvement are developed and implemented.
6.2	Multiple forms of data are presented in user-friendly formats in a timely manner to drive all decisions for improving student achievement.	<ul style="list-style-type: none"> Samples of data presented to staff Data analysis documentation Data analysis summaries/reports Needs assessment data School focus 	Systems are not in place that enable staff to review and analyze data to inform decisions.	A range of student data are collected across classrooms and manually managed to create user-friendly formats for analysis.	Data management systems are in place and actively used by staff to enable the easy and systematic collection and analysis of a range of student data.	The use of data management systems is institutionalized across the school, providing teachers and other leaders instant access to a range of data and analyses to inform decision-making.
			Teachers do not access data in user-friendly formats information instruction.	Teachers have periodic access to and are using data to inform instructional strategies, student groupings and targeted interventions.	Teachers have on-demand access to and are using data that are clear and easy to analyze. Instructional strategies, student groupings and targeted interventions are informed by	Teachers have on-demand access to and are using data that are clear and easy to analyze collaboratively. Instructional strategies, student groupings and targeted interventions are

		groups			the data.	informed by the data and positive results are linked to these interventions.
			Data review protocols are not in place, therefore, data is rarely used to guide decision making.	Data review protocols are used sporadically to track and monitor the progress of all students.	Effective protocols guide the use of user-friendly data in reviewing disaggregated data to track and monitor the progress of all students, as well as monitoring on the implementation of the School Improvement Plan.	The school community is dedicated to reviewing disaggregated data to track and monitor the progress of all students, as well as monitoring the implementation of the School Improvement Plan to drive continuous improvements.
6.3	A specific schedule and process for the analysis of on-going formative assessment data tied to CCRSS aligned curriculum that includes the specific goals for improvement, defined strategies, progress monitoring and evaluation	<ul style="list-style-type: none"> • Master schedule • Data team work • Samples of data presented to staff • Data analysis documentation • Data analysis summaries and reports • Needs assessment data • School improvement plan 	There is not a specific schedule and process in place for the analysis of on-going formative assessment data.	Teachers have data “events” where they focus on analyzing formative assessment data.	Teachers have regularly scheduled collaboration time and focus on analyzing formative assessment data.	Teachers have scheduled time and a systematic process for analyzing formative assessment data.
			Professional development is not intentionally linked to teacher learning needs as identified through a rigorous analysis of multiple sources of data.	Professional development is loosely linked to addressing instructional needs of teachers.	As a result of principal analyses of multiple sources of data, professional development is scheduled and dedicated to addressing instructional needs.	As a result of principal and teacher analysis of multiple sources of data, professional development is differentiated and targets the specific learning needs of teachers.
			Leader walk-throughs are not scheduled and do not systematically focus on addressing high priority needs.	Leader walk-throughs are scheduled and mostly adhered to focusing on general best practices for teachers.	Walk-throughs are scheduled and adhered to focusing on ensuring that agreed upon practices and improvements are implemented with quality.	Leader walk-throughs are scheduled and adhered to, strategically targeting teachers with particular development needs while supporting all.

EFFECTIVE USE OF TIME						
TURNAROUND PRINCIPLE 7		Redesign time to better meet student and teacher learning needs and increase teacher collaboration focusing on improving teaching and learning.				
INDICATORS		Sources of Evidence	1 Ineffective	2 Improvement Necessary	3 Effective/Implemented with Fidelity	4 Highly Effective
7.1	The master schedule is clearly designed and structured to meet the needs of all students.	<ul style="list-style-type: none"> Master schedule Professional development plan School climate surveys 	The master schedule has errors causing confusion regarding student assignment.	The master schedule is complete and all students are enrolled in level appropriate classes on the first day of school.	The master schedule is ready for distribution to teachers and students before the first day of school; it ensures core content areas have sufficient time allocated at a time when learning is best for students.	The master schedule maximizes instructional time for core content areas aligned to the latest research and is ready for distribution to teachers and students before the first day of school, and also allows for credit recovery that does not interrupt core content time.
			The school does not know where students should be enrolled, therefore many students are not enrolled in appropriate classes on the first day of school.	Most students are enrolled in level appropriate classes on the first day of school, however many changes are required.	Students are enrolled in level appropriate classes on the first day of school with few changes required.	All students are enrolled in level appropriate classes on the first day of school (no changes are required).
			The schedule is based on teacher availability, not student need.	The schedule aims to protect academic learning time with limited interruptions. The principal designs a schedule for teachers and students that will be adjusted as needed.	Instructional time is protected with few interruptions.	Instructional time is protected with only urgent interruptions.
			Transition times are not well executed and waste instructional time.	Transition times are orderly and efficient.	Transition times are used effectively to maximize learning.	Transition times are orderly and efficient and effectively maximize learning time.
7.1	The master schedule is clearly designed to meet the intervention needs of all students who are two or more years behind in ELA or Mathematics.	<ul style="list-style-type: none"> Master schedule Samples of individual student schedules Scheduled intervention time School climate surveys 	The school has not enrolled students in intervention programs to address the needs of students two or more years behind in ELA or Math.	Some students two or more years behind ELA or Math are enrolled in intervention programs, though the time allocated might not meet research-based guidelines.	At least 85% of student who are two or more years behind in ELA or Math are enrolled in interventions programs with sufficient time allocated to allow for implementation fidelity.	All students who are two or more years behind in ELA or Math are enrolled in intervention programs with sufficient time allocated to allow for implementation fidelity.
			The master schedule dictates the instructional time students receive rather than student needs dictating the master schedule.	The master schedule is rigid, making reintegration into grade appropriate core content classes cumbersome and complicated.	The master schedule has sufficient flexibility to allow accelerations, interventions and/or return to core content areas.	The master schedule has sufficient flexibility to allow for students to enter and exit interventions throughout the year.
			Diagnostic assessments are not used. Instructional time for interventions does not account for research-based practices.	The master schedule has students two or more grade levels behind in classes that are not level appropriate due to a lack of diagnostic assessments (e.g. at grade level).	The master schedule has sufficient flexibility to allow for diagnostic assessments to target students two or more years below grade level.	All students two or more years below grade level receive diagnostic assessments.

7.3	The master schedule is clearly structured and designed to meet the professional development needs of staff.	<ul style="list-style-type: none"> • Master schedule • Professional development plan • Minutes of teacher meetings 	Teachers do not have a scheduled time for grade/content meetings.	Teachers have time scheduled for grade/content level meetings.	Teachers have planning time for grade/content level meetings, as well as vertical staff collaboration.	Teachers have on-going consistent and sufficient times for grade/content level meetings, as well as vertical staff collaboration.
			The master schedule does not include opportunities for teachers to learn from others.	The master schedule includes opportunities to learn from others outside the teacher's community.	The master schedule includes opportunities to learn from peers and other experts through job-embedded professional development.	The master schedule requires teachers to learn from each other, as well as experts in the field through job-embedded professional development.
			Teachers choose what to do during teacher collaboration time.	The principal creates a basic calendar of teacher collaboration time.	Topics for the use of teacher collaboration time are clearly outlined and aligned to the goals of the School Improvement Plan.	Topics for teachers collaboration time are clearly outlined and aligned to the School Improvement Plan and the master schedule takes advantage of time such as assemblies, faculty meetings and duty schedules, to provide teacher release time for the purpose of professional development.

EFFECTIVE FAMILY AND COMMUNITY ENGAGEMENT						
TURNAROUND PRINCIPLE 8		Increase academically focused family and community and engagement.				
INDICATORS		Sources of Evidence	1 Ineffective	2 Improvement Necessary	3 Effective/Implemented with Fidelity	4 Highly Effective
8.1	Families are engaged in academically related activities, school decision-making, and an open exchange of information regarding students' progress in order to increase student learning for all students.	<ul style="list-style-type: none"> School climate surveys School focus groups Student and parent handbooks Job description of family/community engagement staff List of family and community engagement activities 	Progress reports and report cards are sent to parents, but there are not systems in place for further engagement.	Family members are informed about student learning progress through traditional means such as parent-teacher conferences, progress reports and report cards.	Family members are actively informed about student progress toward learning goals and feel included in instructional decisions through regularly scheduled parent-teacher conferences, progress reports, report cards and other means.	In addition to having family members actively informed about student progress toward learning goals and feel included in instructional decisions through regularly scheduled parent-teacher conferences, progress reports, and report cards, parents and community members are actively involved in key student learning demonstrations (presentations, student-parent-teacher conferences)
			Parent surveys are not used. Student/parent feedback is not used as part of the school's improvement efforts.	Structures such as PTOs, PTAs, and Parent Councils are attended by a few consistently active parents. Input on school decisions is not solicited.	Families and community members are active participants in sessions geared to solicit input on school decisions through PTOs, PTAs, Parent Councils and School Leadership Councils; school leaders use the input to make decisions accordingly.	Programs and strategies that create supportive, academically-focused relationships between teachers and families are developed, implemented and evaluated for effectiveness. Input on school decisions are solicited and school leaders consider this input when making decisions accordingly.
			Parents only receive additional information about students when they are failing or are in behavioral trouble.	Individual staff members reach out to parents/guardians to engage them in the academic progress of their student.	School leaders and faculty teacher families how to use parent portals that provide real-time information on student performance.	Families are engaged in a variety of school activities ranging from celebrations to school leadership councils. School staff and families celebrate student success and recognize the importance of their mutual partnership to increase student learning.

8.2	Community groups and families of students who are struggling academically and/or socially are active partners in the educational process and work together to reduce barriers and accelerate the academic and personal growth of students.	<ul style="list-style-type: none"> School climate surveys School focus groups Student and parent handbooks Job description of family and community engagement staff List of family and community engagement activities and attendance List of advertised student support services, including data on which students are eligible, receiving services and their attendance Family surveys Community provider surveys School guidance plans List of family and community education programs List of outreach programs for families with struggling students 	Organizations and programs exist in the community but there is no formal partnership to serve students in need.	Some struggling students are receiving additional supports from school and community programs.	Students who are struggling academically and/or socially are supported by a network of providers invested in the student's well-being; results from these programs are monitored and results are promising.	Students who are struggling academically and/or socially are receiving quality and integrated support services by a network of providers invested in the student's well-being; positive results from such programs are evident.
			There is no evidence of successfully reducing the barriers and accelerate the academic and personal growth of students.	Support services and organizations are identified in the community.	School leaders identify and cultivate relationships with community partners who offer services to families that reduce barriers to students' academic and personal growth.	Existing community partnerships offer a range of services to address the needs of students and families proactively; there are ample data to reflect that these services are making a substantive difference for students.
			School staff are not actively seeking additional supports for students in need.	Students in need either self-identify or are identified by an alert adult and are provided with additional supports.	Adults in the school are quick to identify struggling students and ensure they are connected with the appropriate services to ensure their well-being.	Systems are in place to ensure a coherent approach to selecting, monitoring and evaluating the efficacy of student and family support organizations; and adults in the school are trained to identify early indications of troubling student behavior and are quick to take appropriate action.

Next Steps

As a result of evidence collected from staff discussions, data analysis, and classroom observations during the monitoring process, below are priorities to consider as next steps in your School Improvement Plan. Utilizing the rubric in the previous pages will assist you thinking about the implementation of these priorities.

FIRST PRIORITIES TO INTENTIONALLY ADDRESS IN SCHOOL IMPROVEMENT PLAN	
1	
2	
3	